

AMERICAN JOURNAL OF EDUCATION

UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

VOL. XIV.

ST. LOUIS, MARCH, 1881.

No. 3.

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CITY OF ST. LOUIS.

From the Report of Committee on Course of Study.

"Your Committee being of the opinion that in the matter of durable binding, gradation, completeness, and especially in its features of review lessons, the Revised edition of McGuffey's Series of Readers is much superior to Appletons', recommend to the Board the introduction of McGuffey's Revised Readers in place of the old series now in use, on the terms contained in the proposition of the publishers."

EDW. HUMMELL, JAMES P. MAGINN,
JOHN J. McCANN, WM. BOUTON,
JOHN GILWEE,
Of the Committee on Course of Study.

The above report of the Committee on Course of Study was accepted, and McGuffey's Revised Readers adopted for the St. Louis public schools by a vote of 18 to 6, Aug. 24, 1880.

CITY OF CINCINNATI.

From Report of Text Book Committee.

We believe that the Revised Series of McGuffey's Readers are the best adapted to the requirements of the schools.

The demand for fresh reading matter is fully and well supplied; while there are many advantages gained by the retention of the same plan and gradation which have always heretofore proved so well adapted to our course of study.

All other series presented have the fatal defect of consisting of only five books, and not sufficient reading matter. Our course of study requires six books and the full amount of reading matter contained in McGuffey's series.

We therefore recommend the substitution of McGuffey's Revised Readers for the series in use; and that the proposition of the publishers, herewith submitted, for supplying the same be accepted: W. H. MORGAN, Chairman.

SAMUEL BAILEY, Jr., E. C. WILLIAMS,
W. W. MORROW, of Com. on Course of Study and
June 28, 1880. Text Books.

The report of the Committee was accepted, and McGuffey's Readers adopted by a vote of 28 to 1.

Exchange. Introduction.

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CITY OF SAN FRANCISCO.

DEPARTMENT OF PUBLIC SCHOOLS,
SAN FRANCISCO, CAL., May 12th, 1880.

At a meeting of the Board of Education held on the 3d inst., a proposition was received from Messrs. Van Antwerp, Bragg & Co., offering McGuffey's Revised Readers for use in the public schools of this city.

After propositions were read from other publishers for Readers and other books, Director Wadham offered the following resolution:

Resolved. That the contract for Readers be awarded to Van Antwerp, Bragg & Co. of Cincinnati, on the terms of their proposition, and that McGuffey's Revised Readers be and the same are hereby adopted for use in the public schools of the city and county of San Francisco, for the next four years, commencing July 1st, 1880.

(Signed,) GEORGE BEANSTON, Sec'y.

The above resolution was adopted, and McGuffey's Revised Readers are now in exclusive use in the San Francisco Public Schools.

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GREENVILLE, Michigan,	SHELBYVILLE, Tenn.,	AMERICUS, Ga.,	LACON, Illinois,
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ANTRIM, New Hampshire,	STEUBENVILLE, Ohio,	OBERLIN, Kansas,	WAUSEON, Ohio,
WILMINGTON, Illinois,	MIDDLETON, Mass.,	FINDLAY, Ohio,	WASHINGTON, C. H., Ohio,
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Printed for the Editors, by G. S. BOUTON, and
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ST. LOUIS, MARCH, 1881.

J. B. MERWIN, Managing Editor.
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PROF. J. BALDWIN, } Associate Editors.
PROF. G. L. OSBORNE, }
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WE do not hold ourselves responsi-
ble for any views or opinions express-
ed in the communications of our cor-
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Our associate editors are only re-
sponsible for such articles as appear
over their own signatures or initials.

THE people of every neighborhood
and every school district too, should
get together and read and talk over
the "Story of a Great Monopoly," in
the *Atlantic Monthly* for March.

How to Send Money.

All postoffices register letters —
hence all moneys for subscriptions or
for other things should be sent in
registered letters. Postage stamps
are taken, and should be sent rather
than silver change.

When your postoffice is a "money
order" office, it is as well to send by
postoffice orders, but otherwise send
all money by registered letters.

HAVE our teachers and the school
directors talked over the "estimates"
to be made at the annual school meet-
ing to be held Tuesday, April 5th,
1881? We hope so.

Skill and competency in teaching,
as in everything else, can only be se-
cured by good pay—and prompt and
regular payment.

If the teachers who have done so
well this year, better than ever be-
fore in a large majority of cases, will
see to it that estimates are made ac-
cording to law. The good work so
well done in 1880 can be largely aug-
mented in 1881. We throw out the
suggestion early, so it can be acted
upon.

The annual school meeting in about
ten thousand school districts in Mis-
souri, occurs Tuesday, April 5th.

Let us all be ready for it.

MR. THOS. E. GARRETT of the *Mis-
souri Republican* says: "The work
of a teacher is at the foundation of
all the professions; and, in the high-
est sphere of its mission, the profes-
sion of a teacher stands at the head
of them all. It is the first in the or-
der of time, the first in importance,
and the grandest in its ultimate ex-
pression. It lays the base and
crowns the column with the capital,
in all the orders of mental architec-
ture. To use another figure—it is the
true husbandman of culture; it pre-
pares the soil, sows the seed, gathers
the harvest, and garners the golden
grain."

THE *Atlantic Monthly* for March,
in the "Story of a Great Monopoly,"
not only shows the infamy and dan-
ger of this monopoly, but it shows
the remedy as well. The remedy is
all important.

A committee of the Legislature
have visited and carefully examined
the Normal School at Warrensburg.

Their report and earnest recom-
mendation is that about \$35,000, the
sum needed to finish the building,
should be appropriated without delay,
if only to save the money already
invested.

President G. L. Osborne has tabu-
lated and laid before the members all
the data and information necessary.

It will help the State *ten-fold* the
amount asked for, to finish this build-
ing. We think there is wisdom and
patriotism enough to see this, and to
act at once.

THAT Memorial of the Board of
Curators of the University of Mis-
souri to the Thirty-first General As-
sembly, states the case so plainly
that it ought to secure action *at once*
on the recommendation of the pas-
sage of a bill appropriating \$80,000
according to careful plans and esti-
mates made by President Laws and
Mr. C. B. Clark, an able architect of
St. Louis, for the extension of the
main University edifice, which when
completed, will afford ample room to
meet present pressing demands for
room, and also reasonable accommo-
dations for all the departments of the
University for a series of years to
come.

In the opinion of this Board in
utilizing present improvements here,
this would be the cheapest and best
investment the State could possibly
make, and this Board further regards
it as absolutely essential to the fur-
ther growth and expansion of the in-
stitution, now so full of hope and of
bright promise.

THE election of County Commis-
sioners is attracting considerable at-
tention, as it ought to. If the Leg-
islature had passed the school law it
would have added much to the effi-
ciency of this office.

Where County Commissioners have
done well, and are familiar with the
duties and routine work of the office,
they should by all means be contin-
ued. There would not be quite room
enough in this journal for us to say
all that is in our heart or head to say
of the value and importance of the
work done by most of the School
Commissioners in this State.

Mr. Eugene A. Evans of Crawford
county has done a grand and much-
needed work, and should be re-elect-
ed, and if possible induced to devote
all his time to the schools.

Hall of Boone county, is another
efficient worker.

Wilson of Cape Girardeau has
made reports which have done a
world of good.

Underwood of Jasper county is an-
other strong educator.

We do not know whether these
gentlemen are candidates or not, but
they, and the hundred other honest,
hard-working, commissioners, should
be re-elected if they will consent to
serve again.

THE great religious daily of St.
Louis makes the following valuable
suggestion, which we hope will be
adopted:

"There is one thing the people can
do, and to this Mr. Harper of the
Committee on Education of the Mis-
souri Legislature should direct their
attention, to-wit: employ teachers
who can teach without imposing on
the pupils an unnecessary use of
books. Such teachers are expensive,
but it is better to put money in teach-
ers than in text-books."

L. O. STAGGS sends us \$1.25. No
date, postoffice, county or State.
Where does he live? We cannot
guess.

A PROSPEROUS STATE.

WE are glad to present another editorial on "Our School System," from the *Missouri Republican* of Feb. 10, 1881, which will be read with interest abroad as well as at home, showing the temper of the people of Missouri on the question of good schools.

We ought to take one step more in the same direction.

We ought to make more liberal provision for the payment of our teachers, and this session of the Legislature ought to make provision for not only the

INCREASE OF WAGES,

but for the payment of the teachers at the end of each school month.

Cannot this be done? We hope so.

The *Republican* says:

"Our Legislature has given several emphatic proofs of its unwillingness to even entertain propositions for impairing our State educational system.

The house voted down a bill to abandon the three Normal Schools to the counties in which they are located, and it resisted successfully all amendments to reduce the appropriations to the State University, the Normal Schools, the School of Mines and Lincoln Institute.

In this it did well, and it is to be hoped that both houses will stubbornly refuse to take any step that looks to a reconsideration of our school system, for the purpose of degrading it or impairing its efficiency.

Our public school system is part, and an

IMPORTANT PART,

of the public order in the State. We are continually boasting of it; the messages of our Governors and the reports of our Superintendents of Instruction and other State officers, refer to it with pride; the press of the State again and again reproduces the facts and figures illustrating its growth and development in proof of the progress our people are making in the civilization and enlightenment that bring prosperity and power; our people themselves rejoice in the steady improvement and rapid growth and enlargement of their school system, and the outside world accept these things as tokens that Missouri, if not already, is fast becoming the abode of an intelligent and educated people, and the seat of a gentle civilization.

Certainly, it is not advisable to tamper with an establishment that presents so many indications of general approval, and so many admitted claims to public commendation.

Our biennial appropriations to the six upper institutions of learning, though liberal, are in no sense extravagant, and it cannot be said the State is too poor to afford them.

Even with our present moderate tax rate, the State revenues are more than we require, and are certain to steadily increase with our increase in wealth and population.

Our auditors' reports show no deficits, and are not burdened with any incumbrance that drains the treasury; there is no official profligacy to waste the people's money.

Our public finances are in a healthy condition and the State shares in the general prosperity and thrift of its citizens.

We can well afford to be carefully liberal towards the six institutions that stand at the head of our school system, as long as this prosperity continues at least, and for this reason it is to be hoped that the present Legislature will receive with disfavor all propositions to degrade the system that may be presented to it."

CAN IT BE DONE?

YES. And because it can be done it ought to be done.

The *Medical News*, from which, it will be observed, we clip several other items in this issue, says that "a great danger lies in the tendency to produce myopia from want of sufficient amount, or faulty direction, of the light by which study is carried on.

So much has been written on this subject of late, that it is scarcely needful to more than remind our readers that the labors of Cohn, Eriemann, Liebrich, and others, have demonstrated a direct connection between the increase of near-sightedness and improper or excessive study under imperfect illumination.

The windows by which a school room is lighted should occupy the wall of the apartment on the pupil's left hand, and correspond in area to one-fourth, or at any rate, one-fifth of the floor-space.

When it is difficult to obtain so full an illumination from the left side, part of the light may be allowed to enter from the right side; but illumination from in front of, or from behind the pupils should always be avoided."

Of course these suggestions can be easily adopted by the use of properly and cheaply constructed inside or outside blinds, which should be furnished for every school house.

All the information obtained at the expense of the eye-sight, is too costly.

On the matter of

SCHOOL DESKS AND SEATS,

the *Medical News* says that "much injury to the growing organisms of children is often inflicted during school life by faulty construction of the benches or desks and seats furnished for the pupils.

A very injurious habit of stooping

forward, thus compressing the lungs, and of bending down the head in such a way as to favor congestion of the visual apparatus, is often brought on by the tops of the desks being too nearly horizontal.

The seats occupied by the pupils should be so placed that their anterior margins are in perpendicular lines beneath the edges of the desks. They should be broad enough to fully support the thighs, and ought to be supplied with backs inclined only a few degrees from the perpendicular, and supporting the pupil's spine at a point one inch below the level of the desk for boys, and about two inches higher up for girls. Desks and seats ought always to be accurately adapted to the stature of the scholars.

The importance of

SCHOOL-HYGIENE

can scarcely be over-estimated, because it is especially during their school-life that our children acquire so large a part of the deformity and disease from which they suffer; and we have gladly embraced the period when, as at present, the minds of parents are directed towards the subject of school arrangements, to urgently invite attention to some of the more injurious, and at the same time, more easily remedied defects which mar the efficiency of our schools."

The *Teacher*, in publishing the above so conspicuously, has rendered the people and the school children of the country an essential and important service.

THE NORMAL SCHOOLS.

THE *Missouri Republican*, in its issue of Monday, Feb. 7, said:

"The proposition to surrender the three Normal Schools, at Kirksville, Warrensburg and Cape Girardeau, to the counties in which they are located, simply means the abandonment of the institutions by the State, and with them the abandonment of the duty of educating teachers. Such a proposition does not commend itself to public favor at this time, and it is gratifying to observe that it was not favorably received in the house.

The report of the State Superintendent shows that a great need of our State is educated and trained teachers to take charge of the common schools. Shall we send abroad for them, or produce them at home?

Several years ago we resolved to train up our own teachers, and we established the three Normal Schools as part of our common school system. To abandon them now would be regarded abroad as proof of a decay of the educational spirit in Missouri—and the opinion would have some grounds to rest upon.

It would not be wise at a time when

we are inviting immigrants to our State, to impair the school system which we are presenting as one of the inducements to immigration, and which is one of the subjects that many emigrants first inquire about.

The time may come when the Normal Schools will be no longer needed to furnish a supply of teachers to the common schools. It will be time enough to abandon them then."

In the issue of the *Republican* for Wednesday morning, Feb. 9, we find a condensed report of the several speeches made for and against the appropriations for the Normal Schools in the House of Representatives, closing up with the statement that "after voting down all the amendments, \$20,000 00

was agreed on for each of the Normals. Ten thousand dollars was allowed to Lincoln Institute, and in addition \$5,000 for a dormitory and \$1,000 for suitable scientific apparatus was allowed the same institution. For the School of Mines at Rolla the bill allowed \$10,000, but on motion of Mr. Steele the amount was increased to \$15,000."

Of course the Senate will concur, and so the Legislature of Missouri puts itself and the people of the State on the record as in favor of the best system of public schools that the wisdom, money and experience of the State can devise.

That is a good record!

CERTAINLY—WHY NOT?

WE cordially endorse the editorial in *The Teacher* for January on a

COURSE OF STUDY.

The *Teacher* says: "Acknowledging the value and necessity of a prescribed course of study, does it not seem strange that there should be so much diversity in the article itself? If the one prepared for Chicago is good, why should it not do for Cincinnati?"

If the one arranged for St. Louis is perfect, why have another for Boston? If the one made for Boston was the *ne plus ultra*, why patch it with amendments, and make radical changes every year or two?

And after all these giants have exhausted themselves in producing better, more comprehensive, more philosophical ones than their neighbors some wee little town like Quincy sends up its pean of triumph, and presents one just a little better than the best.

Now, this should not be so. What is good and right for one place, is good and right for other places.

As these courses of study are designed to suit the mind of the average pupil, that which suits San Francisco ought to suit Philadelphia, and

that which satisfies the mental grip of a New Englander, ought to be strong enough for Charleston or New Orleans or San Antonio.

To this conclusion we must come. Either the science of pedagogy is very much in its infancy, or inexperienced hands have had committed to them the task of constructing these so-called 'Graded Courses of Study.'

In no other way can you account for the great diversities that exist in them.

If they were founded upon philosophical laws, if the nature of the child-mind was thoroughly understood, and competent, experienced hands were intrusted with the work of construction, the differences would be but trivial: we rather incline to think that the law of child mental development is but imperfectly understood.

We honor those who attempt to construct codes of instruction in harmony with what is understood. But we suggest that a commission be appointed by the National Bureau of Education to take charge of the whole matter, and prepare a graded course and code of instruction, not suited for one city or for one section, but broad enough to take in the whole country.

Let the commission be composed of men of undoubted ability and unquestioned experience, and give them all the time needed and necessary to do the work. The result would be of incalculable value to the whole subject of public education.

It would nationalize it in the United States. It would Americanize it in the world.

It would draw our people closer together in uniform ways and power of thinking and working. It would make our teachers more of a disciplined body of workers, drilled in many places for uniform work anywhere."

SOLVING THE PROBLEM.

MR. THOS. E. GARRETT of the *Missouri Republican*, tells how our teachers are solving the problems of society. He says:

"Education is another 'voice of one crying in the wilderness,' to prepare the way for the greatest confederation of peoples the world ever saw. The voice has a pleading pathos which cannot fail of conversion, and that lofty tone, springing only from the consciousness of a new revelation and a sublime mission.

Our noble corps of teachers are gathering like sentinels on the heights all around, and much depends upon their watchfulness and bravery. On their banners gleam to the benighted a 'strange device,' which is at once

their watchword and the herald of victory. Their faces are turned toward the setting sun, but they shine resplendent with the beams of the morning, at whose fountain they have drank inspiration, and are now proclaiming the glad tidings of moral redemption and a promised land.

One word—gravitation—solved the problem of the universe. One word—education—is solving the problem of society and mankind.

Men may tear down whatever they build up except education, which is moulded in their type and stamped in their very souls. It alone of all human architecture is indestructible, imperishable, and solid as the foundations of the world."

TWO INDISPENSABLE HABITS.

DR. WM. T. HARRIS in one of his late reports on the decrease of tardiness, makes the following important suggestions, as to the value of school training on the habits of parents as well as pupils. Dr. Harris says:

"This decrease indicates a widespread reform that is silently going on in the community, through the persistent efforts of teachers. No one will question the great importance of habits of punctuality. In a civilization that is every year becoming more complex and more dependent upon the combination of each individual with the whole of society, punctuality becomes a moral virtue. Combination is impossible without punctuality.

Every year the community increases its manufacturing and its commerce. The era of machinery has come. Each human being is called upon to supervise and direct (or at least to conform himself to the requirements of) machinery.

Regularity and punctuality are the two indispensable habits of mind which lie at the basis of

ALL SUCCESS

in business under the conditions of such a life as we live now and toward which we are tending.

The era of the railroad is the era in which the rural districts are becoming urban, through the influence of the daily newspaper and the introduction of rhythm into the life of the people by the regular arrival and departure of the railroad train and the instantaneous intercommunication with all parts of the world by telegraph.

More and more, each succeeding year, every man, woman and child comes to live upon an elevation, as it were, whence each can survey the whole world.

Each one, by the same means also can combine with his fellow men near

and far off, and interchange products of industry, so that each one shall avail himself of the labor of all mankind, and enjoy the advantages of the natural productions of every clime. All this combination, however, demands more and more from the people habits of regularity and punctuality.

Like the engineer and the overseer of a machine, every one, more or less is brought into relations of dependence upon steam and machinery, and needs, for success or even for safety of life and property, the habits of regularity and punctuality, which may be called the industrial virtues.

It is therefore a matter of self-congratulation on the part of the Board of Public Schools, that they can see, from year to year, the influence of their wholesome disciplinary regulations extending throughout the community, and settling into unconscious custom. The whole family is more or less influenced by the one child who attends school and who makes punctuality one of the great objects of his life."

THE *Atlantic* for March has "struck oil" in that "Story of a Great Monopoly"—a story, by the way, which should be read by all.

Text-books and Courses of Study.

THE lack of uniformity in the conditions of public education in the different States is illustrated in the last report of Gen. Eaton on text-books and courses of study.

Returns from 31 States present the following information:

The State Board is empowered to decide these matters in California, Connecticut, Delaware, Louisiana, Nevada and Oregon. In Kansas, Nebraska, New York and Rhode Island, the State Superintendent or Commissioner has authority to recommend the text-books to be used, but their adoption and the course of study are finally decided by the school committee or district boards.

In Iowa and South Carolina these matters have been decided by a commission appointed for the purpose. In Maine authority in these matters is delegated to the town supervisor or school committee; in Maryland, to the county commissioners; in Massachusetts, to the school committee; in New Jersey, to school trustees of districts acting with the county superintendents; and in Pennsylvania, to the directors and controllers of each school district, acting with the teachers. District or local boards, either solely or acting in concert with superintendents and teachers, decide these matters in Michigan, Mississippi, Missouri, Ohio and Wisconsin.

In Minnesota, New Hampshire, Tennessee, Texas, Virginia and West Virginia, the course of study is prescribed by law, but in the application discretion is given to superintendents, local boards, teachers, etc.

In Indiana, North Carolina and Vermont no definite provision with reference to these matters has been made.

A TEST OF PRONUNCIATION.

Editors American Journal of Education:

THE following list of words has furnished much amusement to a party of young people, who are thankful to the ingenious author for the collection. It has already been published several times. Imagine our surprise when we (some of us teachers, too,) discovered we were in the habit of mispronouncing some of the simplest words: the errors occurring in the italicized words. Should you give it a place in your most excellent journal, others may be both amused and benefited. Respectfully,

C. E. I.

"A sacrilegious son of Belial, who suffered from bronchitis, having exhausted his finances, in order to make good the deficit resolved to ally himself to a comely, lenient and docile young lady of the *Mulay* or *Caucasian* race. He accordingly purchased a *calliope* and a coral necklace of a *chameleon* hue, and securing a suite of rooms at a principal hotel he engaged the head waiter as a *coadjutor*. He then despatched a letter of the most unexceptionable *calligraphy extant*, inviting the young lady to a *matinee*. She *revolted* at the idea, refused to consider herself *sacrificable* to his desires and sent a polite note of refusal; on receiving which he purchased a *carbine* and a *bowie* knife, said he would not now forge fetters *hymeneal* with the queen; went to an *isolated* spot, severed his *jugular* vein and discharged the contents of his carbine into his *abdomen*. The *debris* was removed by the coroner."

THE influence of a true friend is felt in the help which he gives the noblest part of our nature; nothing that is weak or poor meets with encouragement from him. While the flatterer fans every spark of suspicion, envy or grudge, he may be described in the words of Sophocles as "showing the love and not the hatred," of the person he cares for.

LET us beware how we ever sever what is painful in intercourse from what is encouraging; never quit a friend with words of displeasure; let your last discourse with him be always kindly; never give to censure the painful distinctness of succeeding silence.

SELF-APPOINTED CENSORS.

AT the annual meeting of the Superintendence Department of the National Educational Association, held in the hall of Cooper Union, New York city, commencing Feb. 8th, an address of welcome was delivered by Stephen A. Walker, Esq., President of the Board of Education in New York city.

To this A. P. Marble of Worcester responded, and at the conclusion of his remarks he introduced William T. Harris, LL. D., of St. Louis, who delivered an address on "The Present Aspect of Public Education in Europe and America."

Dr. Harris spoke first of the natural education advocated by Rousseau. He next sketched the progress of education in Europe, and then spoke of public education in America and its "self-appointed censors," the magazine and newspaper writers on such subjects. The conclusion of his address was as follows:

Let us turn censors for a little while and criticise the theories of these, our censors.

I. First we must point out their complete bewilderment on the subject of the province of school education. They charge omissions and neglects to the province of the school which belong to other provinces. They have not surveyed the entire field of education and seen how it consists of

FIVE PROVINCES;

that of the family nurture which would give the child the indispensable training in personal habits, the use of his mother tongue, the sense of shame, respect and obedience to superiors. If the

FAMILY

training fails in these essential things which belong to its province beyond all question, how can the censors demand that school education also be remanded back to the family and left entirely to the parent?

The province of the school succeeds that of the family, and should be devoted to giving the child the knowledge and skill in the technicalities of the world of science, literature and history—"the conventionalities of intelligence"—as they ever have been called—reading, writing, arithmetic. After the school comes the education of one's vocation, trade or business in life. Then there is the education of the State, the political education of the man into the citizen, and finally the education of the individual into the mysteries of the origin and destiny of man and his relation to God. He who claims for the school all education, or holds it responsible for

ALL EDUCATION

is outside of all rational points of

view, and cannot understand at all what the school is, or should be.

Again, as to the special province of the school, what should it teach—what should be the course of study?

We have been told by some of our censors that the course of study is unimportant. By other censors we are told that this and that other study now in the course should be abolished, and some other one put in its place. There is no doubt to the educator who knows the true province of the school that it must give instruction in the use of the means of intercommunication—the arts of reading and writing. It must initiate the child into the sciences of nature which play such a part in emancipating the human race physically and politically in our time. This is done by mathematics, physics and natural history. The school accordingly begins mathematics by arithmetic, and it begins natural history with geography.

As physics is the application of mathematics to material bodies so as to furnish the science of masses and molecules, it follows later than natural history. The sciences of man through which he comes to learn himself and to learn how to combine with his fellow-man, are introduced by the

COMMON SCHOOL STUDIES

of grammar, history and the literature of the school readers which offer selections of poetry, essays, orations, romances and scientific treatises for the mastery of the child. The completion of the common school course finds the child largely prepared to prosecute his studies for himself and to enter indefinitely the worlds of man and nature, and learn their constitution.

Whatever progress schools may make they will always have substantially the same course of study—because these elementary branches, the three "Rs," are the key to all that comes after, and because the preparation in grammar, history and literature and natural science, is necessary to reveal to the child the outlines of the worlds of man and nature, which will be his objects of study and elaboration in all his subsequent life.

So, too, we have heard programmes disparaged and condemned, as if a programme made necessary mechanical methods and destroyed the vitality of the school. But seriously,

THE PROGRAMME

is necessary to prevent the omission of essential lessons on the part of the inexperienced teacher—to prevent, also, the omission of attention to an hour for recess, and the proper classifying of the children, the fixing of recitations suitable in length to the ages of the pupils.

Again, written examinations are condemned and percentages sneered at by one set of censors, while another set quote percentages (those of the Norfolk county), as the clearest and most valuable tests of the efficiency of instruction. No doubt exists in the minds of practical teachers and superintendents that a class of pupils not habituated to put down the results of study in writing, will be able to do but little credit to themselves if tested by a written examination at any time. What a lesson means to the immature mind of a child is not easily divined by the person who does not inspect the results of a written examination on the work.

From the censors who criticise the details of school work to those who sweepingly condemn all school work is of course a large step. There are censors who condemn the whole system of common schools because it seems to them to lack means for moral instruction; secondly, because it seems to educate youth above their future callings, and make them too aspiring.

Over and over again in school reports have been published the investigations of our school superintendents and students of social science into the statistics of penitentiaries and reform schools. The statistics on this subject agree in all substantial points, no matter when gathered or where.

THE REPORT

of Mr. Dexter A. Hawkins of this city, as chairman of a committee on education appointed by the council of political reform to report upon compulsory education in 1873, is a type of the best of these reports. It is found that the small percentage of illiterates in our population furnishes a very large percentage of the criminals.

In New York and Pennsylvania the illiterate population furnish seven times as many criminals as an equal number of inhabitants who can read and write.

The average of the whole United States shows ten times as many criminals among illiterates, as in an equal number who can read and write.

The statistics of the three States of Ohio, Indiana and Illinois, show that ten times as many paupers come from the illiterate population of those States, as from an equal number of inhabitants who can read and write.

To one who is familiar with the public school, it is quite unnecessary for me to call attention to the constant and effective moral training that goes on perpetually in the well-disciplined school.

The pupil is, first and foremost, taught to be regular and punctual;

to be cleanly in person and polite to his fellows; obedient to his teachers; he is taught to be silent and industrious, attentive and critical in his mental habits. To sum up all these in one word, he is taught to subordinate his capricious will and inclinations to the reasonable conditions under which he may combine with his fellow men and share in their labors and in the fruits of their labors. The great advantage of school instruction

IN MORALITY

lies in the fact that the pupil is made to do and practice these fundamental moral acts of self-control, and is not merely lectured about them, or exhorted to do them and left to his own caprice. In the school these moral habits must be practiced or the instruction cannot go on. What wonder then, that those who have attended school, even for the short period required to learn to read and write, are found to be ten times less likely to reach the jail and prison than those who are entirely illiterate?

Our survey of the nature of education and the problem before us for the school to solve, shows us that we are not on wrong paths, however much we may have to improve in the spirit of our work. We have

A COURSE OF STUDY

in our schools which opens the windows of the child's mind so as to look toward the essential phases of nature and man. Our school discipline creates habits of industry and obedience to rule.

In this direction are proceeding the nations of Europe in their attempts to educate their peoples. Never before was there so much to assure us that our cause is a substantial one in the designs of Providence, who overrules history. Being assured by these things that we are right, it remains only for us to go forward with all our powers.

THE SCHOOLS vs. INSANITY.

BY ANNA C. BRACKETT.

"AMID the wild swell of tumultuous misanthropy"—to quote from a Fourth of July oration, not unsuggestive are the words of Dr. Wilbur of Syracuse, N. Y., as to the prevention of insanity. Dr. Wilbur is well known as one of the highest authorities on the subject of insanity and idiocy, and his words therefore carry weight.

Insanity, which is so rapidly on the increase in our country, and which is fostered by all the circumstances of our people, both commercial and climatic, is certainly a matter in which "an ounce of prevention is worth a pound of cure." Every influence which can be brought to bear upon the mind to enable it, under all circumstances to retain its

mastery over itself, is to be encouraged. When I speak of a mastery over itself, I have already indicated one potent occasion of insanity, which is a want of will-power. It is the unregulated and not the regulated mind which becomes insane under the pressure of outside calamities. It is the capriciously yielding, and not the law-abiding mind which gives way.

Where a mind allows itself passively to drift under the pressure of external circumstances, where it does not possess the power of turning its attention from disturbing influences, and the strength of will to keep it turned away from those influences, there it is plain that we have a fit subject for insanity. Whether such a person will or will not become insane will depend largely upon external circumstances over which he may have no control. It is the ungoverned mind, not the self-governed mind that is most in danger.

Whatever then tends to give to the child the power of self-government, whatever enables him to grasp his mind and to turn it at will from one subject to another, tends to prevent possible insanity in the future man or woman. All habits of voluntary attention, of obedience to laws, all habits of regularity and punctuality will aid in after years in enabling the mind to hold itself steadily poised against the "strong tide of circumstance" which may be in reserve.

Now what institution more directly tends to create and to foster all these preventive habits than well-regulated public schools?

It is never often enough to be repeated that the lessons which the child learns from his teachers in these schools are but a small part of the valuable influence of which they are the centre. Those who estimate their worth solely by the percentages made on examination papers, fail to grasp the subject. It is well that the child should learn to read, write and cipher. But leaving that out of the question for the present, is any one so blind as not to see that it is a wonderful influence which we are using when we draw thousands and tens of thousands of children six days in a week, year in and year out, to be in their appointed places at a given time?

Can we not appreciate at its worth the habit of mental attention they are forming in their recitations, of obedience in their passing to and from their classes at a given signal, and in a given order? Some of our friends rail at all so-called "mechanism" in our school arrangements. But do they reflect on what that "mechanism" means? It means obedience and exactness. It means punctuality and

regularity, and regularity is a type of the nature of mind itself. It means self-control—and these are no undesirable qualities in the citizens of the Republic. It means self-control we say, and that means just so much fortification against insanity.

Let any one visit and carefully observe the working of one of our large public schools, and he will begin to realize what a tremendous *steadying* influence we are bringing to bear through its means.

As in time of peace we should not forget that war is possible, so in face of the statistics of our insane asylums and of the exciting influences of our age and country, should we not bring all possible influences to bear upon the boys and girls which will tend to give them a mastery of their own mental powers?

I leave Dr. Wilbur to say in his own words the truth which I have been trying to make plain. I quote from his recent address in Boston:

"We must invoke the aid of the general practitioner of medicine, and the medical specialist, and try to enlist them in contributing studies in this direction. We must invite the attention of the social scientist to suggest reforms in the social influences that tend to the physical and moral deterioration of the race. Nor should we forget those engaged in the work of education. Their aid is especially needed in various ways. Already the influence of excessive study has been noted in the production of insanity. I am inclined to think that too much stress has been laid upon this as a cause. It is not so much the amount of study as the modes and subjects of study that are at fault. In my judgment, viewing the subject from an educational standpoint, there is less danger from crowding the intellect of pupils than from neglecting their moral culture. Many years ago there was published in a series entitled 'Small Books on Great Subjects,' an essay by Barlow on 'Man's Power over himself to Control Insanity.' The main thought of this was that a habit of self-control from youth upward, a mind well poised, had much to do in securing immunity from this malady. A comprehensive observation, I am sure, will confirm the truth of this doctrine. Now all proper self-control is mainly built up upon habits of obedience to parental and other authority in youth. What then can be expected in the way of self-control among our people when the education of the household makes less and less of such obedience on the part of children?"

Foolish and ignorant as we teachers are, there are yet some of us who know that the question of the public schools is not one to be flippantly decided by any one line of argument or from any one point of view. There are some of us who endeavor to gain some idea of its scope, though no one of us can ever adequately measure the multiplied influences which it is bringing to bear upon the citizens of our Republic.

BURFORD vs. TROUTMAN.

THE following is from one of our most valued co-laborers, the *Normal Worker*, Cape Girardeau, Mo.:

"Statistics from the prisons of France in 1876, give the ratio of educated criminals to the whole educated population, as 1 to 9,291; the ratio of the illiterate criminals as 1 to 41." This seems an extreme.

J. B. Sanborne of Massachusetts, reported that 32 per cent. of American criminals were wholly illiterate; that 3 per cent. could read only, and that fully 56 per cent. had only the rudiments of an education.

Similar reports have been made by other nations. The illiterate yield more readily to temptation, and are more prone to crime.

"The spoiled child of fortune" is as likely to grow up ignorant and vicious as the poor boy of the tow-path, or 'the mill-boy of the Slashes,'—at least, in our Republic.

The great majority of our successful men were not the sons of wealth, cradled in the lap of luxury, and sheltered from all blasts of danger. It is the self-made men who have developed the resources of the field, the forest and mine, the lake and sea, ever since the first white settlers landed on the Atlantic shores—the men "without grandfathers."

Merchants, manufacturers, artists, artisans, farmers, professional men—the very large majority now in all the States of our Union—are those on whom the fickle goddess of fortune frowned in their earlier years—men who, profiting by their few months or years in school, and wisely economizing their scanty savings, have at last conquered the smiles of fortune, and triumphed over the rigors of fate.

"Some thirty fold, some sixty fold, some an hundred fold," these sons of toil have repaid into the treasury of national resources for every dollar paid out on their behalf by self-denying parents, and from the public fund that sustain the schools.

Any veteran teacher can quote to you from observance, many instances to confirm this as a fact, that the best way to save money for a child is to spend it in thoroughly educating him; or, as Ben Franklin phrases it, "When a man empties his purse into his brains, he is not likely to lose his money!"

Who are the men, usually, that grumble loudest and oftenest against the school taxes? Not such a man as Mr. Burford, who was paying almost a third of the school tax in his district (Cape county, Mo.) and was urging the voters to favor a 6 months term of school. No, it was a Dr. Troutman, who never paid a cent of

school tax, yet had a house full of children who would have been the gainers. He mounted a bench, and shouted: "We are taxed to death now. Such a measure would ruin the laboring man."

The men of character, energy, and foresight; the men who have interests at stake; the men who have made their way up from want to comfort or to plenty; the men who value the protection of good laws, among industrious, intelligent and thrifty neighbors; these are the men to sustain schools, in order to save the expenses of jails and poor houses; these are the friends of knowledge, who are willing to give the children a better chance than they enjoyed in their own struggles.

Mr. Burford is a worthy citizen of the great State of Missouri—which stands "among the foremost of all the States in her devotion to the cause of popular education. In 1853, she devoted one-fourth of her revenue annually to the maintenance of free schools."

Armies and navies, with all the vast expenses of forts, arsenals, navy yards and war materials—are powerful and efficient only in proportion to the men by whom they are filled and manned. The bayonets that think, the soldiers and sailors who fight as intelligent citizens to defend their rights, are an unconquerable power. The Persian armies, slaves and hirelings, were flogged by the lash into battle, to attack the free-born and intelligent Greeks, when Xerxes drove his innumerable hosts at Thermopylae against the Spartans and Thespeans led by Leonidas and Hydarnes; and at Salamis where Themistocles commanded the Grecian ships against three-fold odds.

Hear the echo of their battle-song, preserved for us by Æschylus, who fought there:

"On! sons of the Greeks!
Strike for the freedom of your country!
Strike for the freedom of your wives and children!
For the shrines of your fathers' gods, and for the sepulchres of your sires!
All, all are now staked upon your strife!"

The sea was strown with dead bodies. The vast army was defeated, and only its fragments went back to Asia.

The citizens of our country are its only consummate power and safety. No money is misspent that trains up good citizens. The nation is powerful in the exact measure of its civic virtues. The parent, the school trustee, the tax-payer, the teacher, who gives and lives and strives to bring up a generation of nobler citizens, is worthy of his country and his age, is repaying to posterity the vast debt and obligations he owes to his ancestors; is placing himself among the glorious ranks of public benefactors. Too much cannot be done for the children, if we would strengthen the nation.

L. W. HART.

TENNESSEE American Journal of Education.

IMPORTANT.

TO the school officers and teachers of Tennessee we are glad to present the following

ENDORSEMENTS

of this journal:

OFFICE STATE Supt. OF PUBLIC SCHOOLS, }
NASHVILLE, TENN., July, 1880. }

I can cheerfully commend the *American Journal of Education* to the patronage of Tennessee teachers, superintendents and tax-payers, not only because of its general ability, spirit and usefulness, but because it gives more attention and space to notices of our own schools and of educational movements in our own State than any other journal. The Tennessee (special) editor understands our wants and does not neglect them. LEON TROUSDALE,
State Supt.

High schools, seminaries and colleges educate men and women for the general business of life. The normal school qualifies them for the profession of an instructor. It is the indispensable ground-work of the whole superstructure of the public school system, as it is extending itself over our broad land, and is of the first necessity to its efficacy and continued prosperity.

Every people must discover for themselves the most congenial means for their development, and those who find the natural sphere of their activity quickest, and move within it strongest and bravest, achieve the highest stage of civilization.

IT OUGHT TO BE DONE.

IN closing his last report, General Eaton renews the recommendations made last year, and these recommendations ought to be formulated into law without further delay.

He recommends an increase of the permanent force of the office; the enactment of a law requiring that all facts in regard to national aid to education and all facts in regard to education in the Territories and the District of Columbia necessary for the information of Congress be presented through the Bureau of Education; also, that the office of Superintendent of Public Instruction for each Territory be created, to be filled by appointment by the President; that the whole or a portion of the net proceeds arising from the sale of the public lands be set aside as a special fund for educational purposes; that provision be made for the publication of 15,000 copies of the Commissioner's report for distribution by the Bu-

reau; that provision be made for the organization of an educational museum in connection with the office, and for the exchange of educational appliances with other countries.

CONTENTS OF THE REPORT.

The appendix to the report contains abstracts of the official reports of the school officers of States, Territories and cities, 302 pages; statistical tables relating to education in the United States, 420 pages; and an index of 8 pages; total, including the report proper of the Commissioner, (201 pages) 931 pages.

THE LONOKE PLAN.

HON. J. L. DENTON, in his remarks on "Supplementary School Revenues," in his last report, pays the people of Lonoke, Arkansas, the following deserved compliment.

It shows at the same time how good schools attract the best families, with money, and enterprise, and character. It shows how business improves, and how property advances in value. Mr. Denton says:

"In some towns and country districts the citizens have chafed under the constitutional limit of tax. In many instances they would have voted ten mills cheerfully—five mills for teachers' wages and five for building purposes. The only way to overcome this difficulty is to supplement the public revenues by private subscription. The citizens of Lonoke adopted this plan in 1879. They subscribed \$10,000, to be paid in five equal annual installments, and secured the subscriptions by first mortgages on real estate. The subscriptions were made payable to the county treasurer, who is the custodian of the school revenues.

The effect of this somewhat novel arrangement was wonderful. The people were lifted suddenly from comparative indifference, to a pitch of enthusiasm rarely equalled and never surpassed. The public school commenced a rapid growth, and soon began to attract families from the country, who bought or built residences. Property advanced, business improved, and a new life was breathed into the town. The Lonoke school is one of the largest and most flourishing in the State. It stands upon the granite of a sound educational sentiment.

The enterprise and liberality of the citizens of Lonoke should not only be warmly commended, but imitated. Dr. Isaac Folsom, the leader of the movement, and the noble spirits who sympathized and co-operated with him, deserve unmeasured praise. Their success will inspire hope and courage in many towns and villages where the horrid nightmare of inadequate revenues hangs over school in-

terests. The citizens of Austin have already adopted what is known as the "Lonoke plan," and are pushing forward their educational work with a courageous spirit. Their deservedly popular school is rewarding their exertions and expenditures."

PRACTICAL SUGGESTION

IT is with pleasure that we present the following extracts from the address of Prof. C. M. Woodward of Washington University, before the St. Louis Mechanics' Exchange, Jan. 22, 1881:

ONE SIDED EDUCATION.

"You know how strong is the influence of early education. Children are as tender as plants. We put the latter by a window, and pour over them a flood of light and life-giving rays, and we note how instinctively they turn up to the source of their strength. They put forth their leaves and budding promises, and as we look at them from the outside we mark their flourishing aspect and we rejoice in their healthy growth; but if we look on the other side we shall find them deficient and deformed. What they need is more light. They want freedom; they want light on the other side; but let us not make the mistake of closing the shutter on this side. That would be to fall into the other extreme. So in education, we must open a new window, but we must not close the old one.

I have been urging the importance of

MANUAL EDUCATION,

coupled with the intellectual, for seven or eight years, and at last I am able to say with certainty that we have the most complete, best equipped and thoroughly organized manual training school in this country. I say this to the honor of St. Louis merchants, manufacturers and mechanics, and to the glory of the city. Yes, gentlemen, citizens whose interests are identical with yours have generously founded that school for the purpose of furnishing that amount of manual training which the proper encouragement of the mechanic arts requires. In that school we strive to let the light in from all sides; we endeavor to develop the child, to bring out his inborn tastes and

SPECIAL APTITUDES.

We shall turn out not mechanics alone, but educated young men, who will have sufficient knowledge of themselves to choose their vocations wisely. We do not shackle their hands, nor, on the other hand, do we put iron helmets on their heads to check the growth of their brains; we recognize their mutual dependence.

EDUCATION AND CRIME.

You know how often a life is a failure from defective or faulty education. I have seen very poor lawyers who would have made very good mechanics, and wretched mechanics who would have succeeded as book-keepers or clerks, and you have seen many similar instances. Some recent writers are trying to show that we are all wrong in believing that education diminishes crime. Now, I am not prepared to admit that these critics are right, but I will admit that when a man's education has been misdirected, and he is thrown upon the community shackled and bewildered, and altogether unprepared to do the work which perhaps he was

BORN TO DO;

and when in his extremity he resorts to knavery and fraud, those who directed, or should have directed, his education, cannot be held blameless. I am as certain as I am of anything, that a broad, evenly balanced education, must always diminish crime.

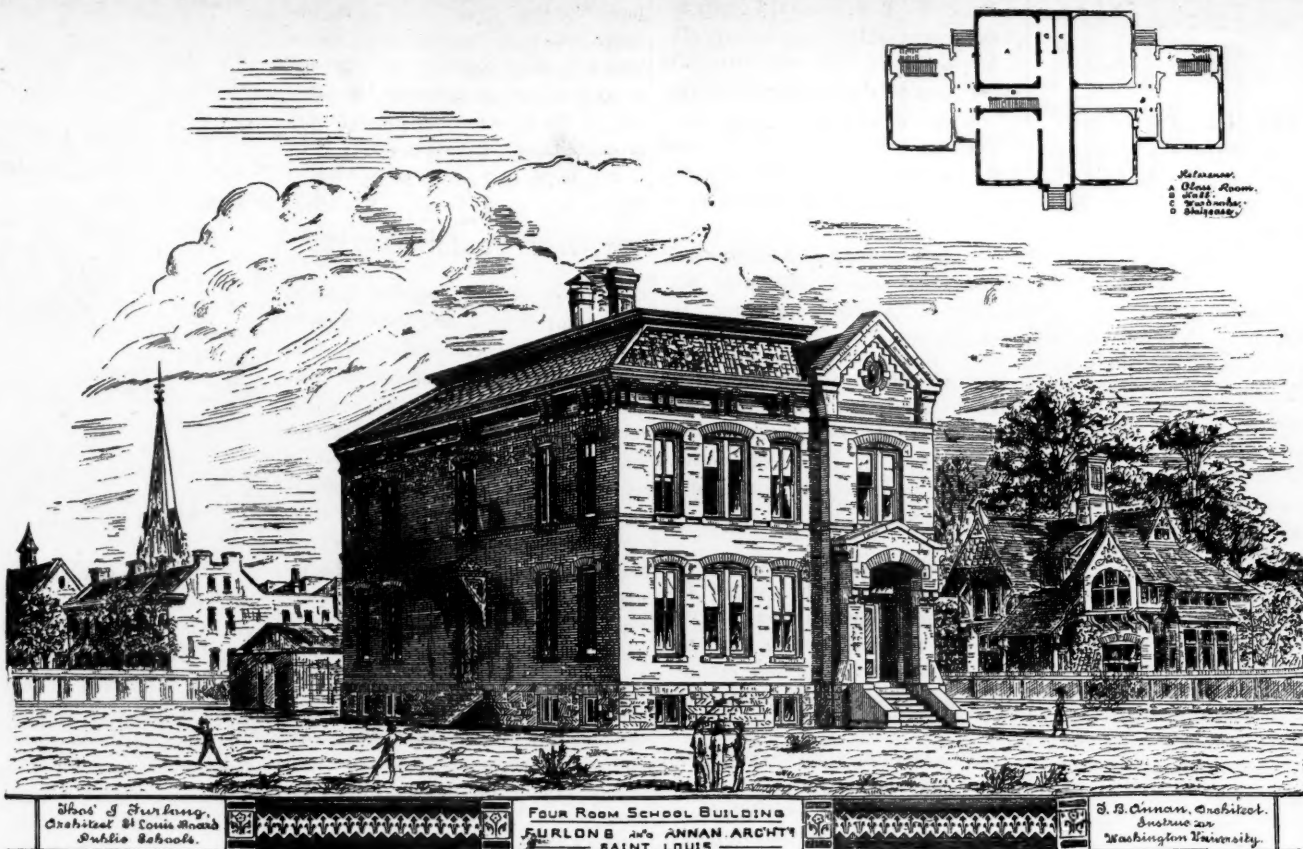
In regard to the details of our school, this is not the time nor the place to speak more fully. You are all invited to visit the school and see for yourselves. I will add, however, that though the school was opened in September last, there is not a vacant seat in it.

ANCIENT VS. MODERN LITERATURE AND LIFE.

I am aware that I am in danger of being misunderstood when I advise that, in mapping out our plan of popular education, we consult the necessities of to-day rather than the customs and examples of centuries ago. I do not underrate the language and literature of Greece or Rome, but I do see that mental, moral and physical development, which, after all, is the main result to be reached, can be secured equally well by first calling attention to the busy, working world in which the child is to live and act his part. Seek first that education which will fit one to discharge properly the duties of active life, and then all these things shall be added. Add high literary and scientific culture. In short, educate a boy so that when a man he will be master of his situation, the arbiter of his own fortune."

Don't fail to read the "Story of a Great Monopoly," in the *Atlantic Monthly* for March.

Let it be understood that it is not so much what the pupil is when he leaves school, but what he has the possibility of becoming, is the question. Not his actual possessions in knowledge, but his facility in working and his fixed tendencies, are what are to determine the value of the education we have given him.



ARKANSAS.

WE take it as no small compliment that our efforts and the expense incurred to provide plans and elevations for "convenient and attractive school houses," are so strongly and cordially endorsed not only by the school officers but by the people generally.

Hon. J. L. Denton, in his last report, says:

"The active interest manifested throughout the State in the erection of more substantial, convenient and attractive school houses, is one of the gratifying evidences of solid progress.

The enthusiasm kindled in almost every town, village and populous neighborhood, is steadily ratifying itself in improved arrangements for the accommodation and training of the rising generation. As the people are thrilled with the talismanic sentiment, "Let us live for the children," they direct their enterprise and liberality to the construction of buildings suited to school work.

Certain external conditions are indispensable to successful teaching.

Thomas Arnold, if he were alive, could not sustain his reputation in a wolf-pen, or a building but little better than an ante-chamber to the tomb.

All forms of physical discomfort, such as extreme cold, extreme heat, the oppression produced by a close atmosphere, hunger and weariness, tend to withdraw the attention of

pupils from their studies. There is no reasonable excuse for building a school house in utter disregard of every element of comfort and convenience.

A pleasant, eligible and healthful site should be selected, and adequate provision made for heating, lighting, seating and ventilation. There is no true economy in making a plain district school house ugly to the "extreme of parsimony." The immediate saving in money is more than counterbalanced by the loss of something that is worth more than money. An air of taste in the style and surroundings of a school house possesses an educational value. The breath of progress is in it."

Mr. Furlong, of the firm of Furlong & Annan, the Architect of the Board of Education in St. Louis, furnishes an illustration of a

FOUR ROOM SCHOOL BUILDING

for this issue, so as to bring the best style, as well as the best constructed school buildings, within the reach of all.

Mr. Furlong's experience and long connection with the St. Louis schools enables him to provide many important details of comfort and convenience, which greatly facilitate school work.

Other State Superintendents beside Hon. J. L. Denton, have used the cuts and plans of school houses that have appeared from month to month in this journal for years past, until the people have become convinced

that it is economy both in time and money to build neat, comfortable, well lighted and well ventilated school houses, and properly furnish them.

Before a teacher can do much for the pupils or with them, he must have a place to teach, and have it properly furnished with seats and desks, and with tools to work with.

Look over the *resume* of the St. Louis Schools, which we give on another page.

WAGES should be increased in the estimates made at the annual school meetings to be held soon in several States.

It costs more for teachers to live, and we ought to arrange to employ only the most competent teachers this year.

Three years on an average is about all the children attend school. During this time the teachers should be the best.

We can secure competent teachers only by providing for their prompt and liberal payment. We hope this will be done for 1881.

It is one thing to know, another to teach. A pupil may be graduated by any of the celebrated chartered and endowed institutions of learning, with the highest honors, and yet not know the alphabet of teaching.

Teaching is a science in itself, and is so recognized and treated by our public school system.

UNDYING MUSIC.

SUPPOSE some of the older pupils commit this to memory for a declamation. "George Eliot" never wrote anything finer than this:

O may I join the choir invisible
Of those immortal dead who live again
In minds made better by their presence; live
In pulses stirred to generosity,
In deeds of daring rectitude, in scorn
For miserable aims that end with self,
In thoughts sublime that pierce the night like
stars,
And with their mild persistence urge man's
search
To vaster issues.

So to live is heaven;
To make undying music in the world,
Breathing as beauteous order that controls
With growing away the growing life of man.
So we inherit that sweet purity
For which we struggled, failed, and agonized
With widening retrospect that bred despair.
Rebellious flesh that would not be subdued,
A vicious parent shaming still its child
Poor anxious penitence, is quick dissolved,
Its discords, quenched by meeting harmonies,
Die in the large and charitable air.

And all our rarer, better, truer self,
That sobbed religiously in yearning song,
That watched to ease the burden of the world,
Laboriously tracing what must be,
And what may yet be better—saw within
A worthier image for the sanctuary,
And shaped it forth before the multitude
Divinely human, raising worship so
To higher reverence more mixed with love—
That better self shall live till human time
Shall fold its eye-lids and the human sky
Be gathered like a scroll within the tomb
Unread forever.

This is life to come,
Which martyred men have made more glorious
For us who strive to follow. May I reach
That purest heaven, be to other souls
The cup of strength in some great agony,
Enkindle generous ardor, feed pure love,
Beget the smiles that have no cruelty—
Be the sweet presence of a good diffused,
And in diffusion ever more intense.
So shall I join the choir invisible
Whose music is the gladness of the world.

MISSISSIPPI American Journal of Education.

COLUMBUS, Miss., March, 1881.

IN taking charge of the *Mississippi Edition* of the *AMERICAN JOURNAL OF EDUCATION*, we are prompted only by a desire to contribute all in our power towards making the schools of this State more efficient. As the principal defect of the system as it now exists, is a lack of Normal Schools, of teachers' institutes, and effective local supervision, these matters will receive our most earnest attention.

We shall endeavor also to furnish such items as will keep our readers posted as to educational progress in the State, and we shall at the same time do what we can to extend in our midst the circulation of a journal which has already done and is still doing so much for the promotion of education.

J. M. BARROW.

The *Batesville, Mississippi, Blade* says: "In addition to other munificent donations to the educational cause, Mr. Peabody gave one million dollars in Mississippi State bonds to the Southern educational fund. As there is no question of the validity of these bonds, Mississippi will discharge one honest debt and promote the cause of education by providing for their payment."

The *Blade* makes a strong appeal too, for larger amounts to be exempted from execution among the working people of the State, and it ought to be done.

The Legislature of Mississippi, at its last session, appropriated twenty thousand dollars for the purpose of encouraging emigration and for establishing emigrant agencies in New Orleans, New York, and several European cities.

The *Mississippi Clarion* says that the January semi-annual distribution of the common school fund will be made just as soon as the chancery clerks of Bolivar, Greene, Perry, Quitman, Sumner and Sunflower counties, make their December semi-annual reports of fines and forfeitures paid over to the treasurers of these counties. The distribution of this fund cannot be made until these reports are received.

We should watch for a fitting occasion, and not accustom ourselves to put every criticism into words at the moment of feeling it, or indeed at all; let us husband it rather, for some fitting occasion, and not blunt the edge of rebuke by wasting it on trifles.

SEND ten cents if you want to see sample copies of this journal.

PROF. W. T. STOCKTON, County Superintendent of Hancock county, Mississippi, says: "I read carefully every issue of the *American Journal of Education*, and in my judgment it meets our wants and the wants of teachers and school officers better than any other publication I know of."

Which is all true, and the working teachers and school officers of Mississippi unapishly endorse the above opinion.

LET us, before we venture on rebuke, be careful to quiet every emotion of selfishness, else when we would correct the errors of another, we shall be merely complaining of our own wrongs.

THE schools have greatly improved the past year—the people feel more liberal—the children, and the teachers too, enter into the great work with more spirit and enthusiasm. A long step forward has been taken.

Let us hold on to all that has been gained, and make provision at the next annual school meeting, to do more and better. We need longer terms of school. Our teachers should be paid regularly at the end of every month.

Has this been talked over so as to insure it at the next annual meeting? We hope so.

PROF. G. W. HOLMES, the County Superintendent of Holmes county, Lexington, Miss., says: "I find the *American Journal of Education* a live, wide-awake paper, full of just such reading as both our teachers and school officers need. It meets our wants fully and fairly."

Prof. E. H. Tarrant, Principal of the Methodist High School, says: "I find the *American Journal of Education* a very valuable auxiliary in the school-room."

WOULD it not materially interest the people of Mississippi, and the editors and publishers too, if our teachers would regularly report items of interest in regard to the progress of their pupils? We think so, and take the liberty of suggesting that this plan be tried in this State.

Our teachers are all the time training an intelligent constituency for the editors and publishers of the State.

It will be easy, now the times are better and money more plenty, to do our faithful, efficient teachers, the justice to compensate them liberally, and to provide for their prompt payment, too, at the end of every school month, in the country districts, as is done in the larger cities and towns.

This can be done at the annual

meetings to be held in this and other States, if the friends of education will come together and consult as to how best to promote the interests of the schools, and in this way promote their own interests.

We hope it will be done without fail.

B.

ST. LOUIS PUBLIC SCHOOLS.

THE St. Louis Public Schools stand so high, and have done so much and such efficient work, that school officers and teachers from all sections of the country are sending inquiries to us constantly, asking for such data as will enable them, so far as it is practicable to do so, to adopt the same system.

We reprint for the benefit of all such, the following condensed summary of facts gathered from an interview with Dr. Wm. T. Harris, who has been connected with the schools for twenty-two years, and who has also been for the last twelve years the able and efficient superintendent, and who leaves us the best organized school system on the continent today.

The total number of pupils enrolled in the day and night schools for the year 1880 was 55,780.

The total value of school property used for school purposes in St. Louis amounted in the year 1880 to \$2,764,627. The total number of teachers, 1,044.

The total cost of tuition and incidental expenses based on the whole number enrolled, was only \$10.66 per pupil, for the year.

In the year 1867, when Mr. Harris was elected Superintendent, the whole number enrolled was 15,291.

In twelve years, or up to August 1, 1880, the date of the last report, the total number enrolled in the day and night schools for 1880, was 55,780, showing an increase in the 12 years of Mr. Harris' administration of 40,489 pupils.

Of course the first thing to be done was to properly

GRADE THE SCHOOLS.

The most effective work can only be done under a proper system of grading.

There are in our St. Louis schools three grades, the High, Normal and District. The latter includes Grammar, Intermediate and Primary departments in one building. The two sexes are educated together.

Besides these there is held for four months in the year, a system of evening schools.

There are two sessions per day, except in the High and the Normal School.

First session commences at 9 A. M., and closes at 12 M.

Second session at 1:30 P. M., to 3:45 P. M.

The High and Normal, one session, from 9 A. M. to 2:30 P. M., with one intermission.

Evening schools hold from 7 to 9 P. M. on Mondays, Tuesdays, Thursdays and Fridays.

TEXT BOOKS AND APPARATUS.

1. The pupils generally furnish their own text-books, which are uniform throughout the city. The Board provides them for indigent pupils. Ink, pens and pencils are furnished by the Board for all the pupils in attendance.

2. All apparatus, maps, charts, globes, black-boards, dictionaries and other reference books, are furnished by the Board for the use of teachers and pupils.

TEACHERS.

1. There are comparatively few male teachers in the employ of the Board, it being the policy to appoint males as principals of first and second class district schools only.

Pains are taken to secure the most skillful teachers for the primary grades, and higher salaries are paid accordingly to these skillful teachers.

The Board employ two music teachers. These visit the schools, give special lessons, and supervise the work of their special department.

USE OF TEXT-BOOKS.

A rule of the Board prohibits the teachers "from using a text-book in conducting any recitation, whenever the pupil is expected to recite without the book"; "in lieu thereof, the teachers are recommended to use a syllabus of topics or questions, either written or printed, for the purpose of securing order and method in the treatment of the subject of the recitation."

SCHOOL BUILDINGS AND FURNITURE.

It is the policy of the Board to build twelve-room buildings, three stories in height, having four rooms to the floor, and each one placed in a corner, so as to get light from four large windows, placed two in the rear of the pupils and two on the side. The school yards usually contain about 22,000 square feet.

DESKS AND SEATS.

These buildings are furnished with "COMBINATION DESKS AND SEATS," (See page 259 Dr. Harris' last report). Each seat adapted to two pupils. Each room seats about sixty pupils, if in the primary grades; fifty-six if in the higher grades of the district schools.

The two rooms on either side of the hall are separated by movable partitions, so that they may be united for general exercises, such as singing, etc.

Each school formerly was supplied with a piano, purchased, in part, by

money raised by the patrons of the schools; the Board furnished one half the cost of the piano when the school raised the other half.

It is thought that 700 pupils are quite as many as it is desirable to bring together in one building. The isolation of pupils in rooms containing fifty or sixty children, each placed under the special charge of a teacher for instruction and discipline, secures in a maximum degree the personal influence of the teacher upon each pupil.

EXAMINATIONS AND SUPERVISION.

In the higher grades the teachers hold written reviews at the close of the week on the work of that week.

The principal inspects, daily, the work of his assistants, and examines all classes that are pronounced by the assistant teacher in charge to be ready for promotion to the work of the next quarter in the grade.

The supervising principals inspect the subordinate schools under their charge once a week, note their condition in respect to discipline, instruction and general management, examine classes reported by the principal for promotion to higher work, and make a weekly report to

THE SUPERINTENDENT

of the results of their visit.

The two Assistant Superintendents use all their time during school hours in visiting the schools and inspecting the work, or conferring with the teachers regarding special matters pertaining to the conduct of the schools.

A semi-annual written examination is held by the Superintendent of all the pupils advanced beyond the third year of the course of study.

TEXAS.

SOMETHING ought to be done by the present Legislature of Texas to remedy the defects in the school law. There is wit and wisdom and interest and public spirit enough to do this we are sure, if the matter is definitely presented to the "Solons" of this Empire State of the Southwest.

The McKinney *Advocate*, which always has a good word for the schools and teachers of that vicinity, says in a late issue:

"We are glad to know that the Legislature is giving some attention to the public school system, and we hope that our representatives will in their wisdom make the free school laws of the State of Texas more efficient and satisfactory to the people than what they now are."

Several local correspondents of the *Advocate* write in regard to this matter of improving the school law.

From a Colin correspondent we clip the following item: "There is

general complaint, yea, disgust, in regard to our school law. I know one teacher who contracted for \$40 a month, and drew \$14 last month. Would that some of our legislators had to teach that school. Let the *Advocate*, all school teachers, and all other lovers of justice demand and work for a change in the law."

We also find some interesting items in the *Advocate* in regard to the cost of punishing criminals in Texas. It cost, previous to this administration, more money on an average, to transport each criminal to the State prison, than is paid to educate a child in any of the United States, to say nothing of any other outlay for arresting, convicting, sentencing and maintaining the criminal.

There are in the State prison about 2,000 convicts, and the report gives the following data as to

THE EDUCATION

of these convicts. They stand as follows:

Illiterate	768
Can read and write	993
With common education	234
With thorough education.....	72

As to habits the previous condition of the convicts contains a terrible warning and lesson.

Intemperate	1301
Spasmodic drinkers.....	304
Moderate.....	296
Temperate.....	262
Using tobacco.....	1864
Not using tobacco.....	293

A generous offer is made below, which will give the teachers an opportunity that should be improved without delay. It will be a mutual benefit:

"To every school teacher who will send us, as often as semi-monthly, brief items of local interest in their respective communities, we will send them the *Advocate* free of charge as long as they continue their correspondence, and the same is accepted by us; and we will also furnish them the necessary stationery and postage for their communications to this paper. Any one desiring to accept this offer will please notify us at once. Address all correspondence and business letters to

Jos. W. BAINES,

Editor and proprietor of the McKinney *Advocate*, McKinney, Texas.

For the keenest intellect that ever thought, for the finest genius that ever refreshed the heart of the world, it is a virtue sufficiently arduous, it is a moral triumph brilliant enough, to keep the hours true, to fulfil the obligations of daily life, to refrain from slander, to be resigned in sorrow, and to remember the poor.

ALL matter intended for publication must be in the hands of the printer by the 15th of the month previous to date of issue.

THE COST OF IT!

COL. W. F. SWITZLER, the able and veteran Democratic editor of the *Missouri Statesman*, in closing a strong editorial article on the cost of intoxicating liquors to the people of the country, sums up as follows:

"Coming now to inquire as statesmen as to the cost to the people of the United States alone of intoxicating liquors, what do we find? For five years ending June 30, 1877, the national expenditures for intoxicating liquors in all forms was, in round numbers,

\$3,000,000,000.

Three thousand millions of dollars! Had any one of our readers this vast sum on deposit to his credit in bank, what vast and important and beneficent enterprises could he complete with it. Let us make a summary of them. He could build

A railroad from New York to San Francisco at a cost of \$50,000 per mile	\$150,000,000
A railroad from Boston to Cape Sable	45,000,000
A railroad from Chicago to New Orleans.....	19,000,000
A railroad from Lake Superior via Omaha, Neb., and Austin, Texas, to the mouth of the Rio Grande.....	80,000,000
A new capitol in each of the 38 States, costing \$2,000,000 each	76,000,000
A University in each State, costing \$2,000,000 each.....	76,000,000
Endowment of \$1,000,000 for each University.....	38,000,000

All costing the total of..... \$484,000,000
After completing them all he would have enough and more than enough to pay the national debt, which is 2,098,396,610

Total cost..... \$2,582,896,610
Leaving for pocket change..... 417,608,390

or a vast sum with which to build churches and school houses, and to buy homes and food and clothing for poor people, and then have enough left to construct across the Isthmus of Tehuantepec Capt. Eads' ship railway at the estimated cost of \$75,000,000.

Take another view. During the last year (1877) mentioned in the above aggregate of five, there were, according to Rev. Dr. O. H. Tiffany of Philadelphia, 74,572,810 gallons of spirituous liquors consumed in the United States, or to put it in other words, about 27,000,000 bushels of grain, or 1,080,000,000 pounds of flour. Over 400,000,000 four-pound loaves of bread could be made from this flour, giving each person in the country, if the bread was equally distributed, forty-seven and one-third loaves. The barrels, if stretched out, would reach from Philadelphia to Omaha, with a surplus of 73. The loaves would cover 675 miles of streets ten yards wide.

MISSOURI'S DRINK BILL.

But let us come nearer home—to our own State. Ex-Gov. B. Gratz Brown in his address on prohibition makes an exhibit of the amounts annually wasted in Missouri in alcoholic drinks, as compared with the contributions to charities, farm wages, schools, government, religious support, manufactures and railroads, and shows that the "drink bill" of Missouri is little less than all the other items combined, as follows:

Yearly expenditures for alcoholic liquors..... \$29,600,000

Farm wages.....	\$8,794,487
Railroads, net earnings.....	7,954,114
Manufacturers' profits.....	6,042,480
State government	2,848,950
Paid for schools.....	2,189,890
Paid for religious support.....	1,041,000
Paid for local charities.....	733,105
Tax on dram shops.....	150,000

Total..... \$29,749,026

Thus showing, first, that Missouri's liquor bill for one year is not much smaller than all the other bills combined, and, secondly, that it would take one hundred years to pay the State debt (\$16,000,000) from the tax on dram shops, but only about six months to pay it with the money spent for liquor!

And yet, although confronted by these stupendous facts, disclosing crime and insanity and wretchedness and pauperism and mountains of tax burdens upon the people, there are those who hesitate to invoke the police power of the State to save society from the dangers and disasters which environ it by strong drink and by strong drink alone."

You cannot afford to miss the "Story of a Great Monopoly," in the *Atlantic Monthly* for March.

MAN was not created for some dazzling end; but for culture, continual steady moral power. The attainment of our destiny is not reached by any particular form of life, but by continual development and unwearied use. We were not made for such or such a good, but for perpetual culture.

[Rochester Sentinel].

"Buckwheat Cakes and the Measles."

When a young husband had gone from home, and with fond solicitude telegraphed his little wife, "what have you for breakfast, and how's the baby?" he received the brief, suggestive reply, "Buckwheat Cakes and the Measles." We have the report of a case in our midst, not where Measles was in the bill of fare, but where Sciatie Rheumatism confined Mr. J. Dawson, the well-known druggist, to his room for a long period. It was stated to our reporter in the following words: The senior of this firm was attacked with Sciatie Rheumatism December last, and for four weeks could scarcely leave his room. He used St. Jacobs Oil, and is now able to be at his place of business, feeling no worse for his recent affliction. The inference is convincing.

Recent Literature.

THE LITERARY WORLD, published by E. H. Haines & Co. of Boston, is by all odds the fairest, truest and best paper for critical reviews of new books, that we have in this country. It has the wisdom and critical insight of F. B. Perkins, the geniality and sweetness of E. E. Hale, and is as independent as culture and money can make it.

It is published fortnightly. Here, for instance, is a sample or two of what you get from it. In a review of the "Life of William Cullen Bryant," while the book itself does not seem to amount to much, and they say so in a modest, tender way, the editors themselves take occasion to say that

"Bryant's life and character and genius were a real benediction to the American community. It was a very happy chance, if chance we may call it, that made us all, as by a tacit common consent, select Wm. Cullen Bryant to stand out from his generation, a kind of recognized representative of the choicest and best in our national character and culture. There was a quite incalculable force of education in such an example. And Bryant's name and fame were dear to his countrymen, as if his countrymen had, each and all, a personal property and stake in the inviolate preservation of so sacred a treasure. We should instinctively have resented any imputation of blame to Bryant, as an injury directed against ourselves."

On the value of

BOOKS,

we find in the same number the following quotation:

"Books are our most steadfast friends; they are our resource in loneliness; they go with us on our journeys; they await our return; they are our best company; they are a refuge in pain; they breathe peace upon our troubles; they await age as ministers of youth and cheer; they bring the whole world of men and things to our feet; they put us in the centre of the world; they summon us away from our narrow life to their greatness, from our partial or distempered vision to their calm and universal verdicts. There may be something of discord in their mingled voices, but the undertone speaks for truth and virtue and faith."

AMONG the most striking things in St. Nicholas for March, are Mrs. Oliphant's admirable paper giving the touching story of "Lady Jane Grey" (to be followed in April by the companion article on "Mary Queen of Scots"); Mrs. Clara Erskine Clement's second paper of "Stories of Art and Artists," with six pictures; and the anonymous "Mystery in a Mansion: a Story of an S. S." There are more than fifty illustrations and a page of music.

THE ART AMATEUR for February contains an article on "A Homelike Country Home," "Stained and Polished Floors," "Embroidery Materials and Designs," and kindred topics. Evidently "The Art Amateur" is bound to make itself a necessity to every one in any way interested in decorative art. Montague Marks, publisher, New York: \$4 per annum; single number, 35 cents.

THE LADIES' FLORAL CABINET for February. Adams & Bishop, New York.

This number opens with an article entitled "Hints for February," on the selection of seeds and bulbs to be planted as soon as the frost comes out of the ground.

SANSKRIT AND ITS KINDRED LITERATURES. Studies in Comparative Mythology. By Laura Elizabeth Poor. Boston: Roberts Brothers.

The substance of this book, embodying knowledge acquired in a field inaccessible to general reader, was read before some select audiences of very intelligent people in Boston and vicinity, to their great interest and delight.

THE NEW PLUTARCH; Lives of those who have made the History of the World. Edited by Walter Besant. New York: G. P. Putnam's Sons.

Biography in History teaching us by example. We remember the movements of nations chiefly by the actions of great men, and every characteristic period of history has one man at least who seems to express and illustrate it.

"The New Plutarch" tells of those who have fought a good fight and gone down to the grave honored and remembered, because they greatly dared.

LITERARY STUDIES FROM THE GREAT BRITISH AUTHORS. By H. H. Morgan. St. Louis: G. I. Jones & Co.

The volume contains representative selections from celebrated English writers, from Chaucer to Macaulay, with the lines numbered in fives. Its value in the classroom can be seen at a glance.

THE TWIN COUSINS, Flaxie Frizzle Stories. By Sophie May. Illustrated. Lee & Shepard, Boston.

A charming little story for youngest children. Get it and read it aloud to them and see how their eyes will sparkle.

THE SILVER MEDAL. By J. T. Trowbridge. Lee & Shepard, Boston.

A good story for boys. We quote a few words: "I find it's worth a great deal more to a fellow to feel that he is honest and can pay his own way, and take hard knocks without grumbling, than it is to be rich and petted."

ADAM SMITH. By J. A. Farrer. New York: G. P. Putnam's Sons.

The first book in a series to be devoted to English philosophers. "We seek to lay before the reader what each English philosopher thought and wrote about the problems with which he dealt, not what we may think he ought to have thought and written."

DOWN SOUTH; or, Yacht Adventures in Florida. By Oliver Optic. Lee & Shepard, Boston.

This is the last volume but one of the "Great Western Series." Apart from the adventures incident to the cruise of the yacht in so interesting a region as Florida, the volume, like its predecessors in the series, has its own story relating to the life-history of the hero.

For the study of Shakespeare Hudson's Annotated Edition of his plays cannot be too highly praised. Each play has a full historical, critical and explanatory introduction. Ginn & Heath, Boston.

APPLETONS' JOURNAL for March gives a varied bill of fare, including adventure, travel, romance, &c. We have papers on "Tennyson's New Drama," on "George Eliot," and an original story by Barnett Phillips. D. Appleton & Co., New York.

THE "National Sunday School Teacher" for March, besides the lessons and editorial departments, presents a bill of fare that the workers in the Sundry School will desire to go through.

The contents of the "North American Review" for March must win the attention of all by the timeliness of the topics discussed. First, we have a thoughtful and moderate article by Bishop Coxe on "Theology in the Public Schools." The author would sternly exclude from the school room all sectarian dogmas, whether Papist or Protestant, but he insists on the retention of the Bible, first because that book is the principal fountain of our English speech, and secondly because it is really the base of our social system. The second article is by Captain Eades, who endeavors to show the practicability of his ship-railway, its advantages over all canal schemes, and why the United States can without risk guarantee the payment of 6 per cent. interest on \$50,000,000 of the capital stock of the proposed company. The other articles are "The Free School System," by John D. Philbrick, being a reply to the recent strictures of Mr. Richard Grant White on the public schools; "Theological Charlatanism," by Mr. John Fiske, will also attract attention. D. Appleton & Co., New York.

SCRIBNER'S MONTHLY for March presents a table of contents of great interest, and Dr. Holland in "Topics of the Time," writes of "George Eliot" and "The Metropolitan Museum," and takes note of Bishop Coxe's exception to part of a recent paper in "Scribner" on the Bible Society. "Home and Society" treats of "A Mother's Duty to her Girls," "A New Cooking Stove," and "Servants' Rooms and Quarters." The book notices are by specialists, too.

A LONGFELLOW NUMBER OF THE LITERARY WORLD.—Following the precedent set in its well-known "Whittier" and "Emerson" numbers, The Literary World for February 26 is a "Longfellow" number. From a dozen States; from Maine to California, from the far South, from Nova Scotia, and from England, it has assembled some fifteen pages of matter, descriptive, critical, and congratulatory, addressed to Mr. Longfellow and his writings.

OUR LITTLE ONES for March is a beautiful number. Pictures on nearly every page, and the stories will make the children happy. Russell Publishing Company, Boston.

THE NURSERY, a monthly for youngest readers. The choicest of pictures. Its articles whether in prose or verse, are adapted with great care to the capacities of children. A song set to music is given in every number.

PROF. C. V. RILEY of Washington, D. C., editor of the *American Entomologist*, has a few full sets of Vol. III., just closed, to dispose of, and has concluded to send the full volume to all former subscribers who may want it, or to any library, natural history association, or editor, postage prepaid, at the reduced price of \$1.50. The information in the magazine is of permanent interest, and the volume will be of value to any one interested in entomology in any of its bearings.

Orders with remittance will be promptly attended to, and should be addressed to Prof. C. V. Riley, 1700 Thirteenth Street, Washington, D. C.

The *Globe Democrat* copies the following complimentary notice of Miss Emressa Jordan, one of our best St. Louis elocutionists, from the last issue of the Bunker Hill, (Ill.) Gazette:

"The elocutionary and musical entertainment given in the Congregational Church on Thursday last was, all things considered, the most excellent of the many we have been permitted to enjoy this season. Miss Emressa Jordan of St. Louis, in her readings and recitations, acquitted herself in so superior a manner as to amply confirm all the commendation brought to us concerning her. Whether her selection was pathetic, descriptive or serio-comic, she interpreted it in a manner which left no room for adverse criticism. We greatly regret that we have not a copy of her titles at hand to enable us to make fuller mention. The music which the programme was interspersed with was also greatly enjoyed. The audience was the largest of the season, and all were highly pleased with the entire programme."

Important to Travelers.

Special inducements are offered you by the Burlington Route. It will pay you to read their advertisement to be found elsewhere in this issue.

SCHOLARSHIPS.

We will be pleased to correspond with parties wanting scholarships in any Commercial College in St. Louis. Circulars and valuable information free. Address this office. B.

If you wish to attend one of the largest and most thoroughly practical and best controlled institutions, go to Johnson's Commercial College, 210 and 212 North Third Street. We take pleasure in recommending this popular and largely attended college. —[Globe-Democrat.

Good Hotels.

Hotel accommodations for travelers are of the greatest importance to persons who have to move about the country on business, or to visit Niagara, Saratoga, White Mountains, Coney Island, Long Branch or other summer resorts. "Just where to go" is what every man wants to know when he leaves home. The Grand Union Hotel, opposite Grand Central Depot, New York city, is a very popular resort, because the attendance there is prompt and satisfactory. The charges are reasonable and the menage complete; try it. Families can live better for less money at the Grand Union Hotel than at any other first class hotel in the city. Be careful to see that Grand Union Hotel is on the sign where you enter.

Man is like a musical instrument—he is worthless unless in tune. At times the system needs the strengthening effect of a tonic; the blood needs reinforcement, and the vital energies a stimulant. Iron in various forms has been in use for many years, and no better combination of it with other vitalizers than Dr. HARTER'S IROS TONIC, is known in this country. It is a safe and reliable remedy in Dyspepsia, General Debility, Want of Vitality, and the usual disorders attendant upon a prostrated system. —Burlington [Iowa], Gazette.

(Monroe [Mich.] Commercial).

Mr. Clarence B. Stoddard, the druggist, informed us that Mr. Louis Hope, a sufferer with rheumatism for a number of years, obtained the greatest relief by the use of St. Jacobs Oil.

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More than 90 of the 114 County Commissioners in Missouri advocate the use of Appletons' New Readers.
Read what they are saying daily.

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B. F. THOMAS, Ex-Commissioner Grundy County.

They are worthy of the attention of every school board.

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I most heartily recommend them to one and all.

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I consider them vastly superior to any other series I have seen.

D. B. NICHOLS, Ex-Commissioner Schuyler County.

I think they are well adapted to our common schools.

J. M. HARDY, Commissioner Moniteau county.

They far surpass any other series with which I am acquainted.

HUGH R. STEELE, Ex-Commissioner Cass county.

I have never before seen anything in the school book line to equal them.

D. W. O'BANNON, Commissioner Madison county.

They are most excellent books. J. R. EVANS, Ex-Com'r St. Louis county.

I consider them the best, far the best, ever presented to the public.

H. Y. MABREY, Ex-Commissioner Wayne county.

They will be highly appreciated by every intelligent educator.

M. H. WILLIAMS, Ex-Commissioner Greene county.

How they will make the little folks' eyes sparkle.

S. G. McCLUSKY, Commissioner Nodaway county.

I unhesitatingly pronounce them superior in many respects to any now in use.

J. I. THOMPSON, Commissioner Cass county.

They are unsurpassed by anything I have ever seen.

V. F. KELLEY, Commissioner Clinton county.

They possess many rare and excellent features.

DANIEL MATTHIAS, Ex-Commissioner Laclede county.

I appreciate them as superior Readers in many respects—shall try to introduce them.

VIRGIL A. HUGHES, Commissioner Warren county.

They are superior to any Reader ever used in this county.

WM. CHRISTIAN, Commissioner Ralls county.

I have no hesitation in pronouncing them books of great merit.

G. HUGHES, Commissioner Clay county.

J. J. Russell, Commissioner Mississippi county, Mo., says: I have examined these books, and like them very much, both for their neatness and originality, and they are well adapted to our common schools.

W. F. Drake, Commissioner Atchison county, Mo., says: I consider Appletons' Readers excellent, and I shall call attention to them at the meeting of our committee on adoption.

S. S. McLaughlin, Commissioner Adair county, says: I have looked over your First and Fifth Readers, and think they are an improvement on these we have. Many teachers in this county want a change in Readers and Spellers.

A. Labhardt, Commissioner Gasconade county, says: Examination of Appletons' Readers satisfies me that they are excellent books. Their intrinsic worth entitles them to unlimited success.

W. R. Brown, Commissioner Cedar county, says: I consider them superior to any others.

F. H. Miller, Commissioner St. Clair county, says: I consider Appletons' Readers superior to any others I have ever examined.

C. R. J. McInt. rfi, Commissioner Livingston county, says: As soon as I saw W. T. Harris' name connected with them, I was satisfied of success. Examination convinced me without a doubt.

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N. F. Knight, Com'r Camden county, says: I consider them an excellent series.

T. J. Musgrove, Com'r Camden county, says: I have used Appletons' Readers in Alexandria School, and am pleased with them.

W. N. Clingan, Com'r Jefferson county, says: After careful examination, I consider Appletons' Readers the best now published.

W. M. Lumpkin, Com'r Miller county, says: Having duly examined Appletons' Readers, I take pleasure in recommending them to the patronage of the public.

W. T. McClure, Ex-Com'r Barry county, says: I have been searching for something that would develop thought in the young reader. I have found it in Appletons' Readers.

D. B. Nichols, Ex-Com'r Schuyler county, says: I have examined Appletons' Readers, and consider them vastly superior to any others I have examined or used.

C. F. Sanders, Com'r Scotland county, says: I have read every sentence in Appletons' Readers, and unhesitatingly pronounce them by far the best I have ever seen. Hope to see them very generally adopted.

W. H. O. Perry, Com'r DeKalb county, says: I have examined Appletons' Readers, and am well pleased with them.

J. G. Jones, Com'r Dallas county, says: I have given Appletons' Readers an examination, and can say, conscientiously, that I am very favorably impressed with their merits.

L. A. Wilson, Com'r Cape Girardeau county, says: After a careful examination of Appletons' Readers, I consider them superior to any others that I have ever examined, and I shall endeavor to secure their adoption in this county.

C. C. Fogle, Com'r Schuyler county, says: Having carefully examined Appletons' Readers, I find they possess some very excellent points of merit. I shall be pleased to recommend them.

E. R. Carr, Ex-Com'r Andrew county, says: Appletons' New Readers are a great improvement, not only in one, but in many particulars.

W. F. King, Com'r Lawrence county, says: I have examined Appletons' Readers, and find them worthy to be introduced into every school in this land.

A. J. King, Com'r Vernon county, says: I have examined Appletons' Readers, and feel justified in saying they are superior to any others I have ever seen.

D. W. Graves, Com'r Montgomery county, says: I have critically examined the full series of Appletons' Readers, and regard them as superior to any others now in use. I would be glad to see them adopted in our schools.

Jessie Lewis, Com'r Monroe county, says: Unhesitatingly, I pronounce them far superior to any I ever saw.

Joe Mills, Com'r Putnam county, says: I have examined Appletons' Readers, and am pleased to say that they are just what is needed in our schools.

J. H. Satterfield, Com'r Ozark county, says: Appletons' Readers are, in my judgment, superior to any others I have ever examined. I shall be glad to have them introduced into our schools.

S. W. Crossley, Com'r Cooper county, says: Appletons' Readers are unsurpassed by any I have ever seen. The matter is good and well arranged. The material, printing and binding excellent.

P. Monaghan, Com'r Perry county, says: I am convinced they are possessed of merits that are wanting in many other text-books that I have used in long experience.

I. R. Shelly, Com'r McDonald county, says: I believe Appletons' Readers to be unsurpassed by any now published, and look forward to see them generally adopted.

H. M. Peterson, Com'r Sullivan county, says: Appletons' Readers are the model text-books. They are properly graded and fully up to the time. Every intelligent teacher will appreciate their merits.

John B. Breier, Com'r St. Louis county, says: No other series have so many commendable features as Appletons' School Readers. May our county adopt them as text-books.

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V. A. S. Robinson, Com'r Pulaski county, says: I have examined Appletons' Readers. They are the best I ever saw—just what we need.

A. J. Ray, Com'r Barton county, says: Think them excellent; type clear, good binding, and general features attractive.

J. S. Coleman, Com'r Carter county, says: Am highly pleased with them; can cheerfully recommend them to teachers and school officers.

Oliver Guthrie, Com'r Saline county, says: From my long experience of forty years in teaching, I have not examined any similar books in advance of them in the methods of progressive development.

James C. Anderson, Com'r Carroll county, says: I consider them perfect gems—by far the best that I have ever seen.

Thomas Owings, Com'r Howard county, says: Like them very much; they are something new, both in arrangement and matter.

Geo. N. Elliott, Com'r Linn county, says: The reading matter is choice and of pleasing variety, while the methods of instruction embrace and utilize the best modern progressive ideas.

J. P. Collier, Com'r Christian county, says: I can commend them to Boards of Education desiring a change.

J. A. Russell, Com'r Wright county, says: I want our county to adopt them as text-books.

D. Ferguson, Ex-Com'r Caldwell county, says: I have examined Appletons' Readers, and believe them to be unsurpassed by any ever published.

R. Mercer, Ex-Com'r Adair county, says: Having carefully examined them, I take pleasure in recommending them as a series abounding in merit.

W. N. Doyle, Com'r Knox county, says: Learning to read will be easy, pleasing, natural and rapid, with these books in the hands of a competent teacher.

S. A. Underwood, Com'r Jasper county, says: Our teachers say give us Appletons' Readers, and we will give you better readers.

J. A. Livingston, Commissioner Newton county, says: After thorough examination, I am free to say they are in advance of anything I have yet seen.

Alfred Mann, Commissioner Chariton county, says: I regard them superior to any, and would like to see them adopted as text-books in our public schools.

J. W. McGiven, Commissioner Johnson county, says: They are at least thirty years ahead of what we are using at present.

G. W. Talent, Ex-Commissioner Bollinger county, says: I pronounce them excellent works; just what is called for in our schools, and I shall be glad to have them introduced.

Calvin Jadwin, Commissioner Dent county, says: I am prepared to say of Appletons' Readers, that they are superior to any others I have seen.

Thomas N. Deacy, Commissioner Ray county, says: I consider them the best I have ever examined.

J. H. Shelton, Com'r St. Francois county, says: They are just what we want in every school in this county, and I most cheerfully recommend them to school boards throughout the county.

A. Murphy, Commissioner Hickory county, says: I am prepared to say that as compared with any other series, Appletons' Readers have no equals.

R. E. Young, Commissioner Cole county, says: I am unable to see how pupils beginning with No. 1 and completing with No. 5 can fail to become perfect readers.

D. I. Caldwell, Commissioner Jackson county, says: Having carefully examined the whole series of Appletons' Readers, I hesitate not to give my unqualified approval of them.

J. B. McMurray, Commissioner Marion county, says: I have examined Appletons' Readers, and am well pleased with them. I would like to see them adopted in the county, and shall use my endeavors to have them.

R. Ritter, Ex-Commissioner Franklin county, says: I have carefully examined Appletons' Readers, and take pleasure in stating that they are excellent in every particular. I consider them superior to any others now in use.

J. K. Kidd, Commissioner Osage county, says: I have no hesitancy in recommending them, and shall take trouble to bring them to the notice of the School Directors next January.

Squire Cahill, Ex-Commissioner Franklin county, says: After a careful examination, I pronounce them far superior to any now in use in this part of the State. And others.

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His Exact Words.

Prof. J. R. Geddes of Glenwood, Minnesota, as one among many others now taking advantage of the system of "Instruction by Mail," writes as follows:

"Prof. W. H. Miller, Bunker Hill, Illinois: I would like to finish the 'course' as soon as convenient, but not any faster than *correctness* will warrant. I am *delighted* with it as far as I have gone.

Very respectfully,
J. R. GEDDES, Glenwood, Minn."

JUVENILE SMOKERS.—An eminent physician, observing the large number of boys under fifteen years of age on the streets with cigars in their mouths, was prompted to examine the breath of this class of smokers, and for that purpose selected thirty-eight boys between the ages of nine and fifteen. In twenty-two of these cases he found various disorders of the circulation and digestion; palpitation of the heart and more or less marked taste for *strong drink*. In twelve there was frequent bleeding at the nose, and twelve had slight ulceration of the mouth caused by tobacco. The doctor treated them for their ailments, but with little effect until the habit of smoking was discontinued, when breath and strength were soon restored. The effect of tobacco in creating a taste for *strong drink* is unquestionably very great. If the testimony of some tobacco users and medical men is of any weight, one of the most radical methods of keeping the youth from being led to intemperate drinking is to stop the use of tobacco.—[Sanitarian.]

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Testimony.—Some three months ago I began the use of Dr. HARTER'S IRON TONIC, upon the advice of many friends who knew its virtues. I was suffering from general debility to such an extent that my labor was exceedingly burdensome to me. A vacation of a month did not give me much relief, but on the contrary, was followed by increased prostration and sinking chills. At this time I began the use of your IRON TONIC, from which I realized almost immediate and wonderful results. The old energy returned and I found that my natural force was not permanently abated. I have used three bottles of the TONIC. Since using it I have done twice the labor that I ever did in the same time during my illness, and with double the ease. With the tranquil nerve and vigor of body, has come also a clearness of thought never before enjoyed. If the TONIC has not done the work, I know not what. I give it the credit.
Most gratefully yours,
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J. P. WATSON, Pastor Christian Church, Troy, O.

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PHONETIC TEACHER FOR 1881.

ENLARGED AND IMPROVED.

This month is now the organ ev the Spelling Reform Asoshiasun, and is devoted to the amendment and simplification of English spelling. It yuzes the alfabet adopted by the American Filolejical Asoshiasun, and conformz its spelling to the standard pronunshiasun of the dicsunieriz. It will centan articlz original and selected from the penz of the ablest filelojists, fenetishanz and ejuca-terz.

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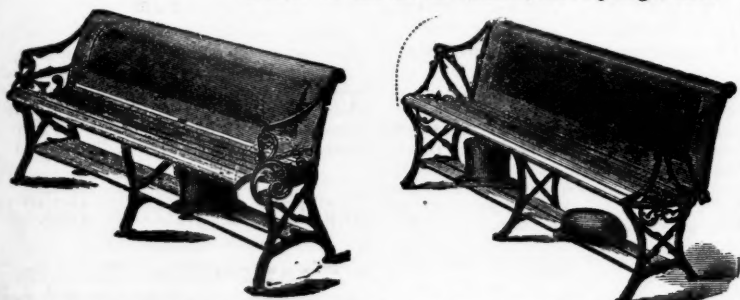
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Very truly yours, A. R. WINFIELD,
Pastor of the M. E. Church, Hot Springs, Ark.



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DEAR SIR: The New Gothic Reversible Seats put into the M. E. Church, corner of Twenty-fourth and Morgan Streets, are so satisfactory, after a thorough trial, and combine so much of comfort, utility and economy, that I take pleasure in recommending them to all who contemplate seating churches or halls. A. C. GEORGE.

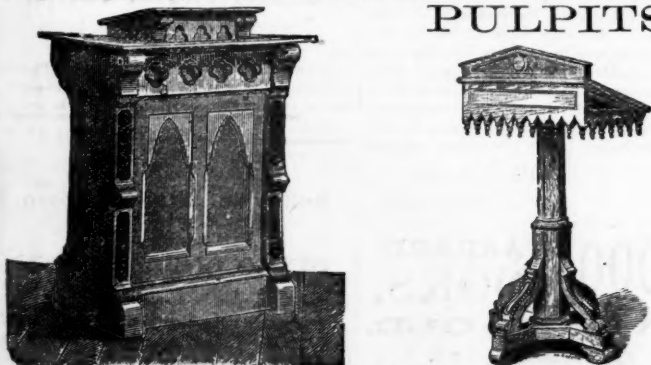
The New Gothic Reversible Seats furnished our hall at Webster, Mo., are as comfortable as upholstered seats, "cooler" in summer, strong, cheap and convenient. If I had another hall to furnish, I should buy your seats. Resp'y, R. P. STUDLEY.

DEAR SIR: The Seats furnished our Circuit Court room are, as regards cheapness and durability, not excelled by any seat made; the blending of the two colors in the finish adds very much to the beauty of the room. I am with much respect, yours, &c. J. W. CARSON, Sheriff and Collector, Audrain County, Mo.

Yazoo City, Mississippi, June 10.

Gentlemen: We take pleasure in saying that the Seats purchased for our new Court House give complete satisfaction as to workmanship and price. They are a decided improvement on anything of the kind we have yet seen; comfortable, durable and cheap. Respectfully, Robert S. Hudson, R. Bowman, W. S. Epperson, Committee.

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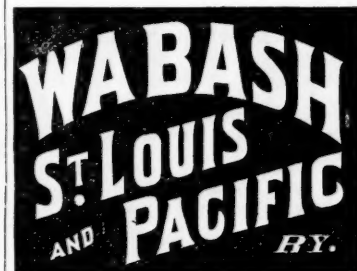
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TIME TABLE.

STATIONS	Train No. 3, Daily, except Sunday		Train No. 4, Daily, with Through Sleeping Car Chicago to New Orleans.	
	except Sunday	with Through Sleeping Car	Chicago to New Orleans.	
Leave Chicago	8.40 a. m.		8.30 p. m.	
Arrive Elmhurst	4.40 p. m.		3.55 a. m.	
Arrive Odell	7.10 p. m.		5.45 a. m.	
Arrive Centralia	7.35 p. m.		6.10 a. m.	
Leave Centralia	10.05 p. m.		6.15 a. m.	
Arrive Cairo	4.15 a. m.		10.50 a. m.	
Arrive Meridian	7.40 a. m.		1.25 p. m.	
Leave Meridian	10.40 a. m.		10.15 p. m.	
Arrive Nashville	7.3 p. m.		10.00 a. m.	
Arrive Milan	9.10 p. m.		2.45 p. m.	
Leave Milan	12.15 p. m.		3.3 a. m.	
Arrive Memphis	4.15 p. m.		8.15 a. m.	
Arrive Jackson, Tenn.	10.40 a. m.		4.00 p. m.	
Leave Jackson, Tenn.	10.45 a. m.			
Arrive Mobile, Ala.	1.50 p. m.		6.00 p. m.	
Arrive Gr. Junction	12.45 p. m.		6.22 p. m.	
Leave Gr. Junction	8.20 p. m.		8.20 p. m.	
Arrive Memphis	8.20 p. m.		3.21 a. m.	
Arrive Jackson, Miss.	10.45 p. m.		5.40 a. m.	
Leave Jackson, Miss.	5.40 a. m.		8.00 a. m.	
Arrive Vicksburg	8.00 a. m.		11.00 a. m.	
Arrive New Orleans	7.15 a. m.			

NOTE—That Train No. 3 (with through New Orleans sleeper) leaving Chicago at 8:30 p. m. daily, arrives at New Orleans at 11:50 a. m. the second morning (38½ hours). This is 8 hours quicker time than has ever been made from Chicago to New Orleans, and 8 hours quicker time than by any other route.

NOTE—That Train No. 3, leaving Chicago at 8:30 p. m., arrives at Memphis via Grand Junction and the Memphis & Charleston Railroad, at 8:20 p. m. (23 hours and 50 minutes from Chicago). Passengers on this train have the advantage of through sleeper to Grand Junction, which is reached at 6:00 p. m.

NOTE—That passengers leaving on Train No. 1, make connection at Milan with Louisville & Nashville train, arriving at Memphis at 4:15 p. m.; also at Grand Junction with Memphis & Charleston Railroad, arriving at Memphis at 8:20 p. m.

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WM. BOUTON, JOHN J. McCANN,
EDW. HUMMELL, JOHN GILWEE,
Of the Committee on Course of Study.

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